

MARIAN UNIVERSITY
 SCHOOL OF EDUCATION
 Department of Educational Technology
 EDT 655 - Developing Grant Proposals Integrating Technology

ACTION ASSIGNMENT 5 – Abstract or Summary and Cover Letter

Name: Bryan Ashbeck

School & Grade Level: Gorden L. Willson
Elementary, 5th Grade

Grant Title: P.E.L.T (Project and Experience Learning through Technology)

Grantor: Enhancing Education through Technology

Grantor's url: <http://dpi.wi.gov/imt/index.html>

Requirement	Criteria	Possible Points	Self Rating	Peer Rating	Prof Rating
Grantor's Information	Contains grantor's guidelines, criteria and exclusions with the correct link (url)	1	1		
Cover Letter Action Assignment 5	Attention grabbing, pointed out project's uniqueness, irrefutably linked proposed project with grantor's interests showing good fit with the funders priority and parameters; correctly and consistently followed grantor's format and guidelines; scholarly, no spelling or grammatical errors	2	1		
Abstract (1 Page)	Coherent, concise and complete description of the project, addressed all of the required elements; showed overall value of the project (the relationship of benefits to costs); unique and innovative; correctly consistently followed grantor's format and guidelines; scholarly, no spelling or grammatical errors	2	2		
Statement of Need Action Assignment 1	Specific, measurable, achievable, relevant, and time-bound goals and objectives; with corresponding clear and tangible expected outcomes; scholarly writing, correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors	2	2		
Methodology w/ Technology Integration Action Assignment 1	Activities, procedures and strategies are realistic, reasonable, effective, outcome-oriented -drawing on best practice and research; includes who will what, how and when, with innovative use of emerging technologies; correctly and consistently followed grantor's format and guidelines; no	2	2		

	spelling or grammatical errors				
Budget and Sustainability Action Assignment 2	Includes practical budget and other sources of funding being pursued, both cash and in-kind contribution; convincing narrative that explains how the project will continue after the grant has run out; correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors	2	2		
Organization Information Action Assignment 4	School mission and vision is aligned with grantor's; history, leadership and programs relate to the proposed project; convincingly established capacity to undertake the grant (vita) and evidence of institutional support (attached signed letters or assurances)	2	2		
Evaluation Plan Action Assignment 3	Solid formative and summative evaluation to determine whether goals and objectives are met; provided information regarding internal or external evaluation; purposefully triangulated data sources; correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors	2	1		
Dissemination and Report Forms Action Assignment 3	Realistic plan for sharing results of the project as well as lessons learned (i.e. publication, replication, blogs; mailings; presentations); provided grantor's required report forms and guidelines; no spelling or grammatical errors	2	2		
Other Considerations- Overall Presentation, Attachments; Action Assignment 6	Complete, accurate and relevant Reference and Appendix; cited current sources (within the last 5 years) following APA format; Submitted clean and final copy in one word document on or before due date, professional and scholarly writing, easy to understand, well-organized, flows logically, visual presentation is effective; helpful graphics/charts/tables, (pursuant to funder preferences); correctly and consistently followed grantor's format and guidelines, as well as course requirements	1	1		
Total Points	16-20=Strong 5-10= Ave Less than 10=Weak	20	18		

NOTE: Points will be deducted from the total for late submission; in real life, applications will not be considered if submitted after the deadline. Highlight titles of sections not required by grantor. The final grant application will be archived so aim for perfection

Grant Information

URL: <http://dpi.wi.gov/imt/index.html>

Grants- Wisconsin Guidance, No Child Left Behind Act 2001
Enhancing Education Through Technology (EETT) Competitive Program

Grant Deadline and Application

Project Requirements (FY2012) The grantee will be expected to	Y/N
Work with representatives from a consortium including high poverty LEAs, rural, urban, that includes statewide geographic representation to the extent possible.	
Recruit qualified educators, administrators and school librarians to find and/or create quality digital resources that will be used for instruction in areas where Common Core and ITL standards are aligned.	
Work with DPI content consultants to insure that identified resources will integrate with current efforts to implement the Common Core Standards. To the extent possible, resources will be evaluated on criteria identified Open Education, Education Resources Rubrics developed by Achieve, Inc. (see: http://www.achieve.org/oer-rubrics).	
Work with the DPI to metatag the resources so that they can be searched efficiently.	
Where possible use existing resources available throughout Wisconsin such as BadgerLink, ECB, Thinkfinity, Ideas Network, CCBC, etc.	
Develop online professional development and, instructional resources integrating the updated Information and Technology Literacy and Common Core Standards. Include samples of how to replicate these in classrooms across the state.	
Submit resources to DPI as they are identified. DPI will have a web presence available for the submission of these resources.	
Use the document at http://tinyurl.com/ITLSWI to determine categories of resources that will assist students/teachers in learning material related to the English Language Arts Common Core Standards and ITLS.	
Document timeline and dates of events related to identification and collection of the resources.	
Provide an end of project summary report that will include documentation showing people and/or groups who worked on this	

project, list of standards that now have resources available, recommendations for continuing this work based on a project evaluation measure chosen by the grantee.	
Provide a plan to disseminate the resulting resources and professional development materials to Wisconsin educators.	

Evaluation Criteria for Applications

- The extent to which the grant is representative of high poverty LEAs, rural, urban, and includes statewide geographic representation.
- The extent to which the application provides a realistic plan to meet the requirements listed above.
- The extent to which the grant makes connections with professional content organizations such as WCTE, WSRA, WMC or WEMTA.
- Experience/capacity of the organizations/personnel listed in the application to provide support to participants vetting and creating resources within the budget of the grant via summer workshops.
- The extent to which the application provides a plan for sustaining and updating resource portal beyond the life of the grant.

Submission Deadline: September 30, 2012

Cover Letter

Amy French
Wisconsin Department of Instruction
Division for Libraries and Technology
125 South Webster Street
Madison, WI 53703

Dear Instructional Media and Technology Team,

The Baraboo School District is dedicated to being the best educational community by supporting the maximum growth of each student, enabling each to succeed in and contribute positively to a continuously evolving world. Students in the district are driven to learn the 21st century skills, and Baraboo has creatively integrated technology into classrooms at all levels to increase student growth. Although we have a strong start in our journey to supply all students with the 21st century skills, technology devices can help the Baraboo School District reach our mission goals of students reaching maximum growth. I am applying for a Enhancing Education through Technology Grant through your organization to help fund the **Project and Experience Learning through Technology** project, also known as **P.E.L.T.** The mission of **P.E.L.T.** is to improve students 21st century skills through project and experience based learning to help all students achieve maximum growth.

I am requesting a fund of \$2,145 from the Wisconsin Department of Instruction, through the Enhancing Education through Technology Grant to support our technology needs. The money will be used to purchase five Chromebooks for students to use at Gordon L. Willson Elementary School to complete project and experience based learning assignments. Students are asked a driving question, then critically think on the best solution to solve the problem. Technology devices are a crucial component for educators that implement project and experience based learning because they allow students to research, collaborate, and present solutions to the driving questions. The experience students will gain using multiple Web 2.0 technology tools to research, collaborate, and present their solutions will be invaluable to help students develop critical thinking skills. The funded Chromebooks will allow students at Gordon L. Willson Elementary a chance to help experience and grow 21st century learning skills.

My mission is to personally advance student critical thinking and problem solving skills in all core subject areas (Language Arts, Mathematics, Science, and Social Studies). As stated above, the **P.E.L.T.** project is based on trying to expand students 21 century learning skills through project and experience learning. The importance of students gaining critical thinking skills is an ever growing district weakness that this program will begin to partake to improve. If you have any further questions, please feel free to contact me in person at (608)355- 3925. I look forward to hearing your response after the September 30th, 2012, grant due date.

Sincerely,

Bryan Ashbeck
5th Grade Teacher
Gordon L. Willson Elementary
Baraboo School District
146 Berkley Boulevard
West Baraboo, WI 53913

Project Abstract

Applicant: Bryan Ashbeck, Fifth Grade Teacher in the Baraboo School District

Project Title: P.E.L.T. (Project and Experience Learning through Technology)

Funding Requested: \$2,145

Project Description: Improving all students critical thinking skills through project and experience based learning projects is the goal of this project. Students will work with peers, teachers, parents, and other community members on research projects. In these groups, projects will be completed on essential learning targets in all core subject areas including Language Arts, Mathematics, Science, and Social Studies. Chromebooks will be essential for students to use for instant Internet access, Web 2.0 websites, and word processing software to present the solutions. Some Web 2.0 tools students will gain experience with include but are not limited to Google Documents, Survey Monkey, Animate, Prezi, Jing, and Screencast. All students will develop research, collaboration, and presentation experience that will improve critical thinking skills while gaining valuable experience with technology.

To assess the growth of student academic achievement impacted by the proposed technological tools, I will use multiple formative and summative evaluations (attached).

As students progress throughout the school year, they will be taught specific skills they will need to help them research, collaborate, present, and experience multiple Web 2.0 tools while using the . These skills will provide a base for students to develop critical thinking skills, while including numerous outside sources to help increase student learning through the community. At the elementary level, I feel these skills discussed above will play a critical role as they transition themselves for future education, as well as life outside of school.

The Baraboo School District supports the grant application and is consistently looking for ways to improve student learning while implementing technology to support the growth.

Project Length: 2012-2013 school year and beyond.

People that will benefit from this project: The Baraboo School District students and parents, Baraboo School District Business and Community Members, and Baraboo School District Technology Department.

Statement of Need, Goals, and Objectives

Students in the Baraboo School District are working to improve critical thinking skills to allow them to solve open ended questions. Technological devices help to allow students to collaborate, research, and explore multiple solutions to these questions in much greater depth than traditional teaching tools. With an ever increasing struggle for educators to differentiate and teach these critical thinking skills, technological devices offer educators the tools to achieve higher level thinking from students. Access to the World Wide Web allows educators to pose driving questions for students to formulate groups, incorporate learning strategies, research collaboratively, and find a solution to the problems. I push students to learn cooperatively and problem solve as a team. This project based teaching strategy allows students to learn through their experiences and incorporate strategies that work best for them. Teaching students through experience is a researched based teaching strategy that shows relevant gains in student growth. "Experience has become an ever growing part of curricula in forms of internships, service learning, and most recently computer generated environments that allow students 'virtual' experiences within disciplines being studied" (Clyde, William and Delohery, Andrew, 2007).

It is the Baraboo School Districts belief that, "Educational achievement is a collaborative process engaging students, teachers, administrators, parents and the community" (Baraboo School District). Technological devices offer educators in the Baraboo School District an opportunity to teach students through experience and achieve this mission goal for our students by allowing critical thinking, problem solving, and higher level learning to take place through an experience based teaching approach in any subject area.

References:

Baraboo School District. Mission Statement

https://docs.google.com/a/barabooschools.net/document/d/1Lpqy677EKnx4hmaqt5A_Az7i3Gewda86lZ6AzCSFbJU/edit Retrieved July 5, 2012

Clyde, William and Delohery, Andrew. (2007). *Using Technology in Teaching*. (pp78-101). Retrieved July 5, 2012, from Ebook:

<http://0-site.ebrary.com.sabrecat.marianuniversity.edu/lib/marian/docDetail.action?docID>

Program Design and Implementation

To help improve critical thinking skills and create experience learning in my classroom, I would like to invest and incorporate Chromebooks and Web 2.0 tools into my lessons and units. Project based learning will be incorporated into all subject areas while students learn the standards through experience and inquiry learning. Chromebooks will offer students a chance to express critical thinking skills, work collaboratively with class members, and learn required curriculum through their experience.

Dates of Implementation	Curriculum Standards and Objectives	Lessons/Activities	Expected Outcomes
Trimester 1: 2012-2013	Common Core 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing speeches 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Technology B.8.1 Define the need for information D.8.2 Use information, media, and technology in a responsible manner	<ul style="list-style-type: none"> Technology pre-survey Project based learning grading rubrics Introduction of Chromebooks Introduction to Google Chrome and Google Gmail/Documents Video camera taping/upload- Create and view other student videos 	Students use technology device to explore and experience 21st century skills
Trimester 2: 2012-2013	Common Core 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.RL.7 Analyze how visual and multimedia elements contribute to meaning, tone, beauty, of a text Technology A.8.2 Identify and use common media formats B.12.2 Develop information-seeking strategies C.8.4 Demonstrate self-motivation and increasing responsibility for their learning	<ul style="list-style-type: none"> Chromebook implementation into lessons Training of Google Cloud-creating and organizing documents/presentations Collaboration Rubric Synchronous collaboration and sharing with peers with Google Documents/Presentations Presenting skills and software: Google Documents, iMovie, iPhoto, Prezi, and others 	Students gain experience with technology devices and software to learn organization, collaboration, and presentation techniques.
Trimester 3: 2012-2013	Common Core 5.SL.1 Engage effectively in a	<ul style="list-style-type: none"> Technological Device Project (student choice) 	Students use technological

	<p>range of collaboration discussion with diverse partners, building on others' ideas and expressing their own clearly</p> <p>5.RL.7 Analyze how visual and multimedia elements contribute to meaning, tone, beauty, of a text</p> <p>Technology</p> <p>A.8.3 Use a computer and productivity software to organize and create information</p> <p>B.8.5 Record and organize information</p> <p>B.8.7 Communicate the results of research and inquiry in an appropriate format</p> <p>C.8.2 Appreciate and derive meaning from literature and other creative expressions of information</p>	<p>research of any device that could improve all student learning in all subjects)</p> <ul style="list-style-type: none"> ● Element Research Project (students in groups research an element of choice to become knowledgeable experts on element) ● Mathematical Fraction Project (students have learned to add, subtract, multiply, and divide fractions, now individually research ways they will use these skills, or what jobs incorporate use of fractions) 	<p>devices and previous experiences to complete project based assignments.</p>
--	--	---	--

Budget:

The Enhancing Education Through Technology (EETT) Grant asks for the following: A description of the costs and types of technology to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

Item	Price	Quantity	Total
Chromebooks (additional fee added to connect to barabooschools.net network) 	\$429	5	\$2,145

Total Budget Product Cost

\$2,145

The one time purchase of five Chromebooks will come fully equipped with power adapters for charging. Storing stations will be located around the classroom, so a laptop cart is not needed with the purchase. The Chromebooks are fully equipped with a camera document, ten hour battery life, and instant log on access. The shipping costs of the Chromebooks will be covered through the Baraboo Technology Department

Sustainability

Gordon L. Willson Elementary School provides various of technological supports for students, and will continue to implement devices to help drive student growth. Gordon L. Willson Elementary will provide any necessary funding to maintain and update the one time purchase of the five Chromebooks. The district currently has experience implementing and maintaining Chromebook devices and have student GMail usernames and passwords set for students. The funding for the maintenance of the devices will be provided through the Baraboo Technology Department to sustain the use of the Chromebooks for the years to come. The five Chromebooks will be permanently located in the fifth grade classroom in Gordon L. Willson. From here, students will have quick access to these Chromebooks when completing project based assignments. Other educators will also have opportunities to check out and use the devices for project based learning lessons as well. The provisions I will make to create collaboration with outside departments include the Baraboo Technology Department and other pertinent school and community representatives to help improve student understanding during the projects. These devices will be instrumental in the project based teaching approach for the years to follow.

Organization Information

Being a fifth grade teacher in the Baraboo School District, technology has been integrated into classrooms through numerous devices. These devices include Smartboards, iPods, iPads, Chromebooks, and Mac Computer Labs. I strive to incorporate technology regularly into my lessons. The World Wide Web is a valuable source for me and my students when students are challenged to find a solution to a posed problem. Technology allows for students to research, collaborate, and present the solutions they find for the problem. Experience and project based learning is a teaching strategy that I often use to help allow students to solve relevant problems, apply critical thinking skills, and develop collaboration skills. Chromebooks will allow experience and project based learning to improve by allowing instant access to the Internet, video camera, microphone, and allow students to experience various 21st century software to help present the solutions.

School District Mission:

We are dedicated to being the best educational community by supporting maximum growth of each student, enabling each to succeed in and contribute positively to a continuously evolving world.

School District Vision:

We believe education is an investment in the future of our community and society. Educational achievement is a collaboration process engaging students, teachers, administrators, parents, and the community. We believe each student can learn and has the right to reach his or her full potential. We believe every student is entitled to an education that is responsive to his or her needs. We believe that all members of the educational community have the right to feel safe: physically, mentally, and socially.

Letters of Support:

I support your energies to apply for the Chromebooks for GLW Elementary School. Our limited budget and lack of Chromebooks for student use, would certainly support your plan to gain these tools for our students. Technology is a motivator for our students and this will support our initiatives to promote student success and academic growth.

Good luck!
~Molly Fitzgerald
Principal
Gordon L. Willson Elementary School

I am pleased to support your initiative to apply for the grant. As a district, we have integrated a significant amount of Chromebooks at the secondary level and finding the value of this particular device in everyday instruction. Additionally, I believe that having a set in your building will allow you to work with peers collaboratively in planning a myriad of uses in your lessons.

Best wishes!
Lori M. Mueller
Director of Curriculum and Instruction
Baraboo School District

I very pleased that you are grant writing for new Chromebooks. The versatility the Chromebooks offer will allow your students to gain valuable experience using these devices. I am looking forward to seeing how implementation of the devices and how student growth is impacted because of them.

Good Luck!
Matt Pelland
Information Technology Director
Baraboo School District

RESUME

Bryan Ashbeck

Current Address:

Permanent Address:

1220 Walnut St, #2
Baraboo, WI 53913
(715) 889-1290

4540 Rummel Rd
Wabeno, WI, 54566
(715) 889-1290

bryanashbeck@gmail.com

Education

Undergraduate

Marian University Fond du Lac, WI

Bachelor of Science in Education-December 2010

Major: Elementary Middle Education

Minor: Athletic Coaching

Cumulative GPA: 3.4 **Major GPA:** 3.6

Masters

Marian University Fond du Lac,

Master of Arts in

Educational Technology

November 2011-Present

Cumulative GPA: 4.0 (Currently)

Philosophy

My core teaching philosophy revolves around having a clear and focused vision. This vision includes building positive relationships with the students, positioning students to become successful, and guiding student growth. Individualized instruction is important because it is the only way to meet needs of all learners. Accurate use of assessment pinpoints where instruction begins and where re-teaching is needed to allow students to reach learning goals.

Skills

- Ability to be flexible in any situation
- Highly motivated
- Patient and calm personality
- An ability to always be willing to learn
- Collegial with school staff

Relevant Experience

5th Grade Teacher -Baraboo School District

Gordon L. Willson Elementary School- 2011-Present

- Created, planned, delivered, and assessed lessons for all subjects (Language Arts, Math, Science, and Social Studies)
- Experience implementing technology into all lessons (Smartboard, iPads, iPods, and Chromebooks)
- Member of the Tier I, II, and III PBIS and RTI Behavior and Academic support team- 2011-Present
- Gifted and Talented Coach- 2012 -Present
- Created community learning environment to help support the differentiated needs of all students
- Implemented various summative assessments (AIMS Web, MAP, WKCE, Fountas and Pinnell)

Other Experience

Student Teaching- Heritage Elementary (De Pere, WI) and Doty Elementary (Green Bay, WI)

Student Teacher- 4th and 5th Grades- September 1st- January 20, 2011 (18 Weeks)

- Generated working relationship with cooperating teachers, staff members, and parents
- Developed relationships with each individual student
- Choreographed and participated voluntarily in school assemblies
- Performed student reading interventions using LLI, Guided Reading Plus, and Fountas and Pinnell

Evaluation Plan

Formative and Summative assessments will be critical to show students critical thinking growth. Students will complete a pre-evaluation and post evaluation after each trimester. Evaluations are shown below:

Trimester 1 Pre-Evaluation

(To be done twice- before and after completion of project or experience based learning units)

	Minimum	Basic	Proficient	Advanced
Chromebooks				
Google Cloud (Google Documents, Presentation, Organization of files/folders)				
iMovie				
iPhoto				
Prezi				
Other Presentation Software				
Google Applications				

The information received from the above assessment will allow me to differentiate my lessons for particular students as well as allowing me to group students with similar comfort levels. This evaluation will also be given to students at the end of the final trimester to rate student understanding and comfort levels when using technology to complete the project and experience based learning.

Student Observation Form

The student observation form will be used to observe students with formative assessments by diagnosing the learning of specific skills needed to complete a project based learning assignment. With students working to improve critical thinking skills, the projects that they complete will include an array of 21st century learning skills. This formative assessment will be taken throughout the different projects, and immediate feedback can be given to students to improve growth, as shown below:

Student Name:	Topic	Comments
Chromebooks	__ Power on and off __ Log on through Gmail account and log off __ Use Finder to find software not on the dock.	
Google Cloud (Documents, Presentation, Organization of files/folders)	__ Create a Document and Presentation __ Share documents and presentation to individuals __ Share documents with link only __ Create collections and folders within collections	
iMovie	__ Create iMovie video with computer, iPad, or video camera __ Upload video to iMovie application __ Cut and Edit video __ Add captions and visual screens to movie	
iPhoto	__ Take photos __ Upload photos to iPhoto application __ Cut, crop, and edit photos	
Google Applications	__ Search for particular applications __ Download application to Google Chrome __ Use application to improve a skill	

General Rubric for Project Learning

(Although each project the student will complete is different based on subject and materials, the general template for these rubrics will be driving students to use critical thinking strategies, collaboration, and problem solving skills)

	3	2	1
Driving Question	Student answers the driving question entirely by displaying content in a presentation format	Student answers some of the driving question by displaying content in a presentation format	Student does not answer the driving question or does not display findings in a presentation format
Organization	Student presentation is orderly, neat, and offers quick and easy access to the data gathered	Student presentation is mostly orderly, neat, and gathered data can be found	Student presentation is not orderly, neat, and does not offer quick access to data gathered
Presentation	Presents information in a unique and creative way using: -Prezi -Presentation -iMovie -iPhoto -Other	Presents information using: -Prezi -Presentation -iMovie -iPhoto -Other	Does not present information using: -Prezi -Presentation -iMovie -iPhoto -Other
Technology	Student uses numerous technology software to present data that solves the driving question	Student uses technology software to present data that solves the driving question	Student does not use technology to solve the driving question
Sources	Student lists a works cited or reference page of all sources, websites, books, and other material used for data to answer the driving question	Student lists a works cited or reference page with some of the sources, websites, books, and other materials used for data to answer the driving question	Student does not list a works cited or reference page with the sources, websites, books, and other materials used for data to answer the driving question
Mechanics	Student demonstrates proper spelling and grammar	Student mostly demonstrates proper spelling and grammar	Student has numerous spelling and grammar errors

Collaboration Rubric

Collaboration for students is critical when working in a group. To assess collaboration, I will provide my students with this rubric below to help build collaboration skills among students. Collaboration as well as giving and receiving feedback are extremely important for students to experience.

	3	2	1
Responsibility to Oneself	<p>Is prepared and ready to work with team: Is available to help others team members during group work time.</p> <p>Completes tasks without having to be told or reminded</p> <p>Completes tasks on time and to best of ability</p> <p>Uses feedback from others to improve work</p>	<p>Is sometimes prepared and ready to work with team</p> <p>Does some project tasks, but has to be instructed on what must be done</p> <p>Has some tasks completed on time</p> <p>Sometimes uses feedback other groups members give</p>	<p>Is not prepared for individual work for the team</p> <p>Does not complete project tasks</p> <p>Does not have tasks completed on time</p> <p>Does not listen or follow feedback from others to improve his/her work</p>
Helping the Team	<p>Helps the team solve problems, manage tasks, and helps to keep the group focused and organized</p> <p>Shares ideas to help teammates improve their work, and groups work as a whole</p> <p>Gives specific and useful feedback to help improve others work</p> <p>Offers others to help complete work together if needed.</p>	<p>Cooperates with all group members, but does not actively help other members</p> <p>Offers some ideas to help others</p> <p>Sometimes gives useful information or ideas, but not regularly</p> <p>Helps others sometimes</p>	<p>Does not offer help or help the team on any tasks</p> <p>Does not share or offer ideas to the group</p> <p>Does not give feedback on others work</p> <p>Does not offer to help others on group tasks</p>
Respect for Others	<p>Listens attentively and carefully to what group members say</p> <p>Is polite and kind to teammates</p> <p>Encourages groups to be positive and work through problems together</p>	<p>Usually listens to group members, but not always</p> <p>Is polite and kind to teammates sometimes, but not all the time</p>	<p>Does not pay attention to other group members</p> <p>Does not show respect by: ignoring ideas and being negative toward others</p>

Self Evaluation

At the end of the project based learning units, I will ask the students to complete a reflection guide. This guide will serve as feedback to me to help improve my future projects. The self evaluation is included below:

Now that you have completed many projects this year, take a second to think back to what you have learned. Answer the following questions below in as much detail as you can.

- What did I learn by completing the different projects? (Think technology devices, element research, and math fraction projects)
- What strategies did I use to help solve the questions that were asked?
- What are some things that you would still like to learn, or want to learn more about?
- How can the projects be improved and made better?

Dissemination:

After having the students complete all the projects, I plan on using the data collected through formative and summative assessments to view the growth of the students. With student learning taking place through experience, critical thinking skills will develop along with the use of multiple problem solving strategies. These strategies can be shared with the class once the reflection piece is written. Along with developing and improving critical thinking skills, students will gain a variety of experience with multiple software programs. The student presentations will be posted on our classroom website, as well as an open house for parents to come into the classroom to view the student presentations. Student growth will also be shared with other staff to discuss the project based learning strategy while incorporating technology throughout. Finally, the technology department will be shown the videos, and will hopefully be put on the district website for all viewers to see.

Appendix

Other Supporting Articles:

Howland, J. Jonassen, D. Marra, R.M. (2008). *How Does Technology Facilitate Learning*. Retrieved on 08/04/2012. <http://www.education.com/reference/article/how-does-technology-facilitate-learning/>

Why Integrate Technology into the Classroom? The Reasons are Many. (3/16/2008) Retrieved on 08/04/2012. <http://www.edutopia.org/technology-integration-introduction>